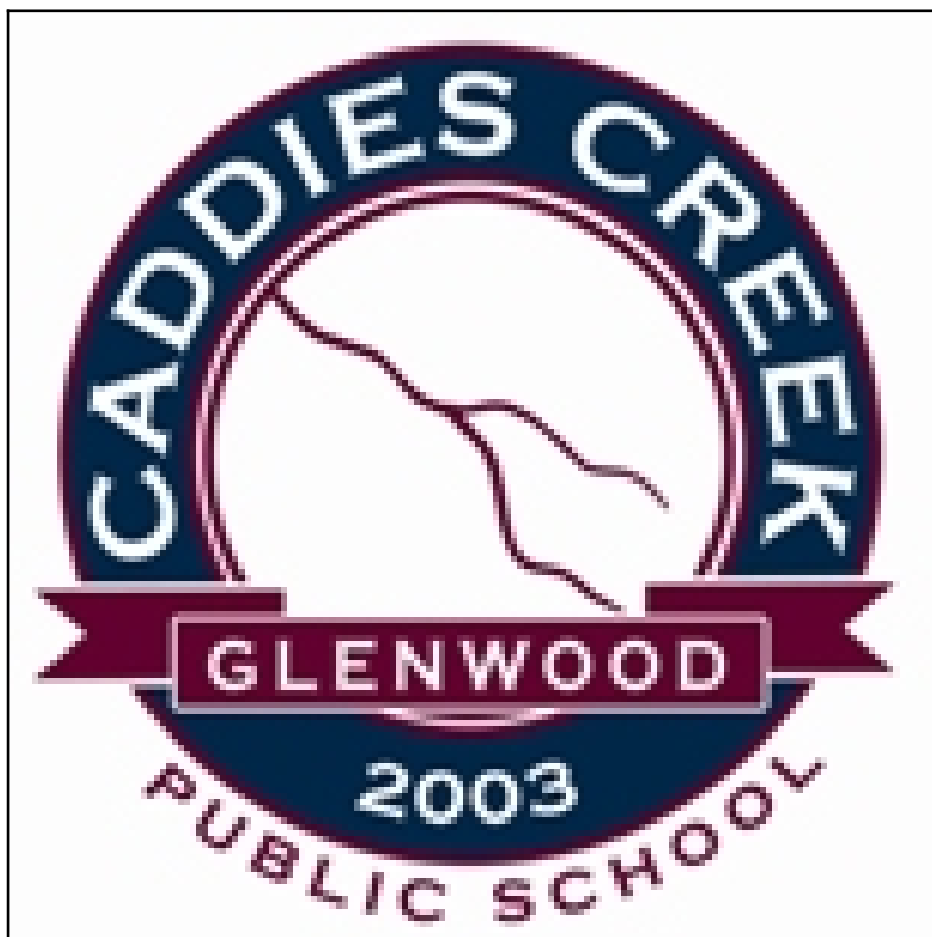# Caddies Creek Public School

2019 Annual Report

4615

Introduction

The Annual Report for 2019 is provided to the community of Caddies Creek Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

Caddies Creek Public School is committed to:"Preparing students for the future through caring and dynamic learning programs "As a school learning community we value:

•   A Quality Learning Environment – Children respond to relevant and challenging programs that encourage an intrinsic love of learning in a stimulating, safe and happy environment.

•   High Expectations – Students respond to high expectations in learning and conduct.

•   Self–Worth – We encourage the development of positive self–esteem, leading to self–confidence, effective learning and enthusiastic participation within the school community.

•   Diversity – We recognise that we are all different, valuing the individuality of each member of our school community, his or her needs, cultural background, ability and circumstance.

•   Collaboration – Together we develop common goals and directions. Working relationships are based on trust, respect and open communication. The contribution of all members of the school community is encouraged and valued as we work in partnership.

•   Core Values. The whole school community actively encourages the development of the core values of integrity, excellence, respect, responsibility, cooperation, participation, care, fairness and democracy.

School context

Caddies Creek Public School is situated within the Blacktown Local Government area and The Hills School Education group. We are a comparatively new school, having commenced as a learning institution in 2003.

The school has a student population of 1030 students at the commencement of 2018. It is expected the school numbers will remain reasonably static over the next three years. The school's current population is the highest in its 15 year history. Currently we have 39 mainstream classes and three support classes. All classrooms are air conditioned and have an Interactive Whiteboards. The school is extremely well resourced.

The school is supported in technology with iPads, surface tablets, laptops, two computer labs, as well as computers in the classrooms and Wi–Fi throughout the school.

The community has high expectations of the school and work enthusiastically in a three way partnership between the parents, staff and students. The P&C works diligently with fundraising, second hand uniform pool and give excellent support to the school generally. Parents help out in a variety of other ways, including helping in the classroom, being tutors, helping at sport, transporting students involved in extracurricular activities and training dance groups and PSSA teams. Our school has a stable and dedicated staff of experienced and early career teachers in their first ten years of teaching. Our classroom teachers are complemented by a LaST teacher, 4 EALD teachers, full time Librarian and a School Counsellor. The school has five office staff, one General Assistant and five School Learning Support Officers.

Generally, students are very well behaved. The school has its own 'Code of Conduct' that all students follow. Our students wear their full school uniform including school hat and black shoes on a regular basis. Our school enjoys an outstanding reputation in the community. We regularly receive applications for non–local enrolments, however, we are unable to accommodate these unless there is an absolutely exceptional circumstance.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:
https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

To engage all students in inclusive, high quality educational programs enabling all students to achieve success across a range of academic, cultural and sporting pursuits. To support students to become active, engaged and successful lifelong learners.

Improvement Measures

100% of teaching staff have formative assessment practices embedded in their teaching and learning programs.

Increased number of students achieving the top 2 bands in Writing/Grammar/Punctuation in NAPLAN results

80% of all K–2 students will move at least 2 writing clusters on the Literacy Continuum

All Years 3–6 students will move at least one cluster on the Literacy Continuum

Progress towards achieving improvement measures

Process 1: 1. Focus on consistent, high standard practices using quality teaching programs, learning support and curriculum implementation.

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Evaluation	Funds Expended (Resources)
The school's emphasis on Writing and Representing continued into 2019. The year began with collecting writing samples – simple, compound and complex sentences and narrative samples. Teachers focused initially in Term 1 on teaching correct sentence structure to students, addressing needs indicated by the work samples. Staff participated over the year in several professional development sessions focused on the Literacy Progressions, released in 2018. Staff were familiarised with the structure and content of the Progressions, looking at the different elements and sub–elements. The focus then moved to one particular sub–element "Creating Texts". Staff experienced two sessions of Consistent Teacher Judgement, using samples of work from the beginning of the year and comparing these samples with the levels of the Progressions as a grade. In preparation for entering PLAN2 data, staff participated in staff meetings, looking at how to make a judgment of a student's achievement using the Literacy Progressions and how to enter data onto the PLAN2 website. To also support data entry onto PLAN2, funding allowed for the release of teachers on a grade to have half a day release to determine the levels of their students, using more up to date writing samples. This was very successful and staff would be keen for this to happen again. In 2020, Writing and Representing will continue to be a focus – introducing the Seven Steps to Writing PD. An added focus will be Reading, addressing continued improvement in Comprehension to raise the percentage of students achieving in the top two bands of NAPLAN>	$28,017

Process 2: 2. Provide ongoing professional learning and support to teachers, focussing on improved teaching practices using embedded formative assessment and quality teaching programs..

Evaluation	Funds Expended (Resources)
In 2019 all teaching staff became part of a teacher learning community to	$6,360

Progress towards achieving improvement measures	
gain a deep understanding of Assessment for Learning. The school purchased a professional learning package created by Dylan Wiliam to guide teachers in embedding formative assessment techniques into their daily practice. Two staff meetings per term were used to provide targeted professional learning, explore new formative assessment techniques, plan lesson observations and reflect on peer feedback. By the end of the year four rounds of peer observations had taken place showcasing different formative assessment techniques across all grades and all Key Learning Areas. Feedback from teachers indicated their improved ability to share learning intentions, engineer effective classroom discussions, provide meaningful feedback and quickly gather data on student learning. The decision has been made to continue prioritising Assessment for Learning for another year to see the improvements that Dylan Wiliam's research suggests is possible.	

Process 3:

Evaluation	Funds Expended (Resources)
Completed in 2018	

Strategic Direction 2

Excellence in Teaching

Purpose

Building teacher capacity to develop and implement innovative programs through quality teaching to maximise learning outcomes for all students.

Improvement Measures

Increased number of students achieving in the top three bands in NAPLAN numeracy.

Students plotted confidently and accurately on the numeracy continuum using the PLAN software.

Classroom based numeracy assessments demonstrate students using a range of mental strategies when explaining their understanding of numeracy concepts.

An increase in professional dialogue in grade and stage meetings

Teachers engage in ongoing formal and informal conversations about pedagogy and teaching practice.

Playground litter will be minimal with students and staff correctly managing their own waste disposal habits.

Progress towards achieving improvement measures

Process 1: Provide ongoing professional learning and support to teachers using TEN processes (K–2) and a lesson study approach to implementing SENA 3 and 4, as well as TOWN strategies (3–6).

Evaluation	Funds Expended (Resources)
TEN – In K–2 the focus for TEN was to consolidate the practice of those teachers who had been trained in 2017/18 as well as to train new teaching staff. The Maths Co–ordinators supported K–2 staff in writing new TEN lessons to complement their teaching and learning programs as well as meet the needs of their students. Feedback from classroom teachers suggest that students are more articulate in explaining their mathematical reasoning. A future focus is to continue to support teachers in planning lessons that cover the required content, while allowing time to ensure that all other strands of the Maths syllabus are covered. It was decided to implement TEN in Year 3 in 2019 and the Maths Co–ordinators trained all Year 3 teachers. Whilst the initial feedback suggests that implementing TEN has been effective, further work needs to be done to modify the scope and sequence to ensure all mathematical learning outcomes are met. SENA – In Years 4–6 a modified version of SENA was conducted with each class. Teachers were given half a day to implement the test in a manner that met the needs of their students. Feedback suggested that undertaking the SENA testing was effective; however in future teachers would like to focus first on students with the highest need or have more time to test all students. The Maths Committee feel that further improvement in implementation of SENA should be a focus.	$27, 945

Process 2: Implement Teacher professional learning for collective ownership of collaborative practices.

Evaluation	Funds Expended (Resources)
A dynamic and practice driven team, which aimed to embed collaborative practices in the school, allowing for all staff to contribute to overall improvement and innovation. Community of Practice	$20.999

Progress towards achieving improvement measures	
In an effort to embed effective professional learning across the school, facilitate professional growth, and foster ownership and uptake of professional learning, the collaboration team have engaged in a pilot community of practice (CoP) professional learning model. This model was contextually situated and supported, embedded in context and based on teacher performance and development goals. The CoP model has had a flow on effect from the pilot group and it is anticipated that we will run four CoP groups in 2020.

Practice Changing Practice

The focus of practice changing practice (a joint initiative by the Blacktown Learning Community and Western Sydney University) was to engage in action research and provide leaders within the school to act upon research driven and scholarly supported decisions around future directions for professional learning at Caddies Creek Public School. The process was valuable for the leadership team because in addition to being able to articulate a 'problem' and a 'why', it supported the development of knowledge, skills and structures both at an individual level, a team and whole school.

School PDP and lesson Observation Guidelines

The collaboration team created a whole school PDP and Lesson Observation Guidelines document to support ongoing improvement of student outcomes through the continuous development of teachers. | |

Process 3: Implement a whole school environmental awareness program with a focus on waste management. This program will use a future focused approach through awareness programs to educate the school community on the importance of sustainable waste management for the future health of the planet.

Evaluation	Funds Expended (Resources)
The Eco Crusaders club has offered opportunities for students to engage in, and have a voice in the introduction of sustainable practices in the school. This included the introduction of additional waste streams in 2019, including soft plastic and Return and Earn. Senior students in this group collaborated to produce material to inform the school community of the various waste streams, how to use them and the benefit to the environment of diverting waste from landfill through effective waste management. Caddies Creek Public School now has 5 waste streams, general waste, paper recycling bins, comingled recycling bin, soft plastic recycling bins and Return and Earn bins. Income generated from the Return and Earn bins is directed back into the Eco Crusader group to fund further initiatives and other items required to build on the environmental initiatives already in place. These funds have also been used to support animal welfare groups during the Bush Fire Crisis. All initiatives are created, formulated and delivered by the students in the Eco Crusaders team, which has created opportunities for students to think critically and creatively, collaborate to create presentations to inform the school and wider community of or waste management strategy. While the message of effective waste management continues to be enthusiastically shared by the Eco Crusaders team, ongoing adjustments to this initiative have provided opportunities for the group to problem solve to find solutions to how to keep the correct waste in the correct bin.

Through the introduction of our waste management and education of our community, students in the Caddies Creek Eco Crusaders team have presented at other schools and shared their ideas and knowledge to help | $1,628 |

Progress towards achieving improvement measures	
other schools to reduce their waste going to landfill. The impact of the student involvement in this group has extended beyond the borders of the school with one student now using old jeans to sew bags and pencil cases, thus upcycling items away from landfill and repurposing them for reuse. This student donated a pencil case to each student in a small school that was impacted by the bush fires. This clearly demonstrates the benefit of the learning and opportunity to be involved in an activity that teaches social conscience, one person's ability to make a difference. This group also actively manages gardens in the school. 2020 will see the introduction of Environmental Leaders at Caddies Creek providing further leadership opportunities to the students.	

Process 4:

Evaluation	Funds Expended (Resources)
Completed in 2018	

Strategic Direction 3

Excellence in Leading

Purpose

To build strong relationships as an educational community by leading and inspiring a culture of collaboration, engaged community, empowered leadership and effective organisational practices. All stakeholders engaged as partners in education developing the school as a centre of excellence.

Improvement Measures

Increase in teachers planning and programming units of work embedded with STEM strategies.
Teachers have increased knowledge and confidence in teaching the new syllabus documents.

Progress towards achieving improvement measures

Process 1: Develop leadership capacity and staff knowledge of STEM strategies, programs and practices to build teacher confidence in teaching STEM

Evaluation	Funds Expended (Resources)
The school participated in the BLC STEAM Team project for the first time with excellent results in the building of a Smart Home. Project based learning resulted in the building of a board walk garden which was a community effort with Bunnings and The Men's Shed. Students were challenged and involved in higher order thinking throughout all stages of the project. The project has generated a lot of interest amongst staff and students. We will put in an expression of interest to participate in next year's STEAM TEAM. New resources have been purchased so that coding activities can be increased across the school.	$7,192

Process 2: Increase knowledge and understanding of the new PDHPE syllabus and develop quality units of work .

Evaluation	Funds Expended (Resources)
Teachers undertook professional learning, deepening their knowledge and understanding of the new PDHPE syllabus. Teachers worked collaboratively to decide upon a whole school scope and sequence to be implemented and reviewed in 2020. Grade teachers were provided with release time to write and/or adjust units of work to match new syllabus requirements. These units of work are ready to be trialled in 2020.	$4,000

Process 3:

Evaluation	Funds Expended (Resources)
Completed in 2018	

Process 4: .

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Completed in 2018	

Process 5:

Evaluation	Funds Expended (Resources)
Completed in 2018	

Progress towards achieving improvement measures	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$6151	Personalised Learning Plans were developed for all Aboriginal students. Students work from a plan that provides strategies to maximise their learning outcomes. Funds were used to employ an SLSO to support students one to one or ion small groups.
English language proficiency	$48, 143	With an NESB population over 70% this funding was used to employ extra teacher time to support students with their English Language proficiency. Teachers noted improved outcomes for those students included within this extra teaching time.
Low level adjustment for disability	$64,275	This funding was used to provide School Learning Support Officers (SLSO) to work with students on an individual or small group basis or as determined by the class teacher. Targeted students worked on improving literacy and numeracy skills. Pre and post assessment data showed that students had made significant gains and teachers highly valued the input of SLSOs.
Quality Teaching, Successful Students (QTSS)	$190,595	This funding has supported the development of high quality teaching and learning practices, meeting the needs of students. An expert teacher has been released off class to support improved outcomes for students through team teaching, mentoring teachers, demonstration teaching , modelling, observing and providing feedback. This teacher also directly works with stage one students, individually and/or small groups, improving literacy outcomes. Assistant Principals have been released to meet with teachers to discuss Performance Development Plans, observe practice and facilitate relevant professional learning.
Socio–economic background	$26,604	Funding has been used to support the development of Communities of Practice. A trial group was set up this year to examine guided reading in stage 2. This involved teachers looking at research, engaging in professional learning, sharing practice and participating in rigorous professional dialogue.. This goal was also aligned to the teachers' Performance Development Plans. All teachers reported that involvement in this project has resulted in an improvement in the way they teach guided reading. They also expressed an interest in being invoked in future Communities of Practice.
Support for beginning teachers	$22,668	The whole school induction program is used to provide wide ranging support for beginning teachers. Teachers had scheduled release days and were able to meet to discuss their classroom practice and participate in professional learning. An expert teacher was released for one day a week to support and mentor teachers in a variety of ways including observation, team teaching, demonstration lessons, professional dialogue and readings. Beginning teachers also worked with several

Support for beginning teachers	$22,668	classroom teachers identified with specific expertise to develop beginning teacher best practice. Beginning teacher feedback shows that the funding provides them with a multitude of opportunities to reflect upon and improve their practice.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	551	539	540	546
Girls	488	497	509	520

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	94.7	94.7	95.1	93.9
1	94	93.9	94.9	93.3
2	94.8	95.2	94.2	94.2
3	95.6	94.7	94.9	93.7
4	95.1	95	93.9	94.9
5	94.9	95.1	94.4	93.9
6	94	93.7	93	91.3
All Years	94.8	94.6	94.3	93.5
State DoE				
Year	**2016**	**2017**	**2018**	**2019**
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	42.54
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.6
Teacher ESL	3.6
School Counsellor	1
School Administration and Support Staff	9.27

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	1,726,996
Revenue	9,473,544
Appropriation	8,605,896
Sale of Goods and Services	192,360
Grants and contributions	656,755
Investment income	18,333
Other revenue	200
Expenses	-8,600,480
Employee related	-7,748,237
Operating expenses	-852,243
Surplus / deficit for the year	873,064

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	564,805
Equity Total	614,723
Equity - Aboriginal	6,151
Equity - Socio-economic	26,604
Equity - Language	432,320
Equity - Disability	149,648
Base Total	6,685,000
Base - Per Capita	250,171
Base - Location	0
Base - Other	6,434,829
Other Total	637,817
Grand Total	8,502,346

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.
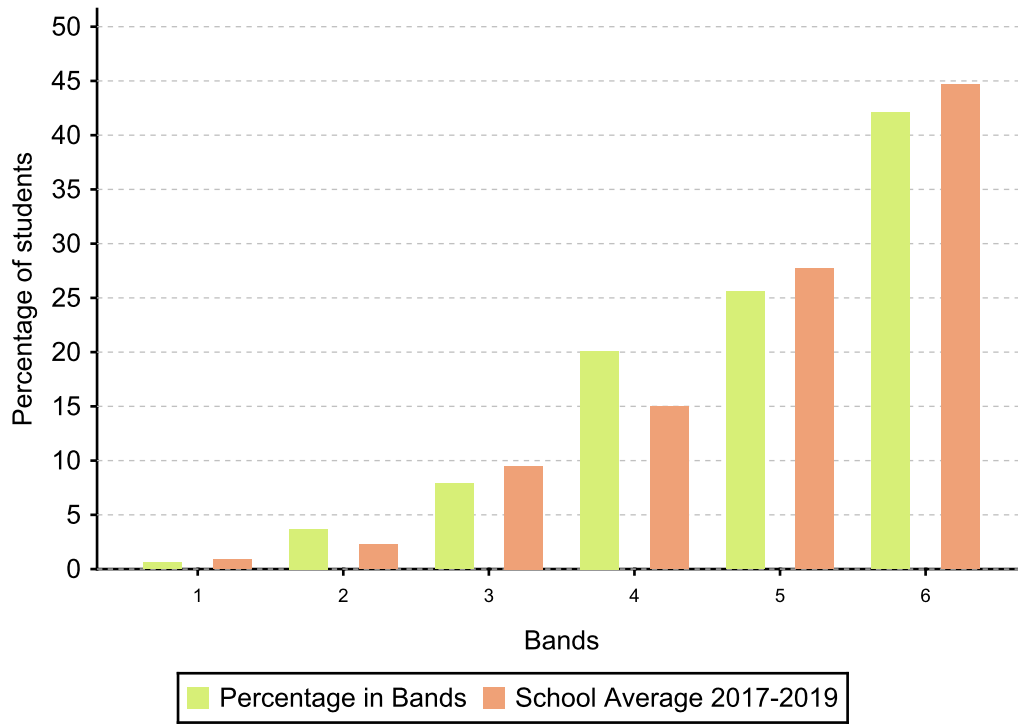
Literacy and Numeracy Graphs

Percentage in bands:

Year 3 Grammar & Punctuation
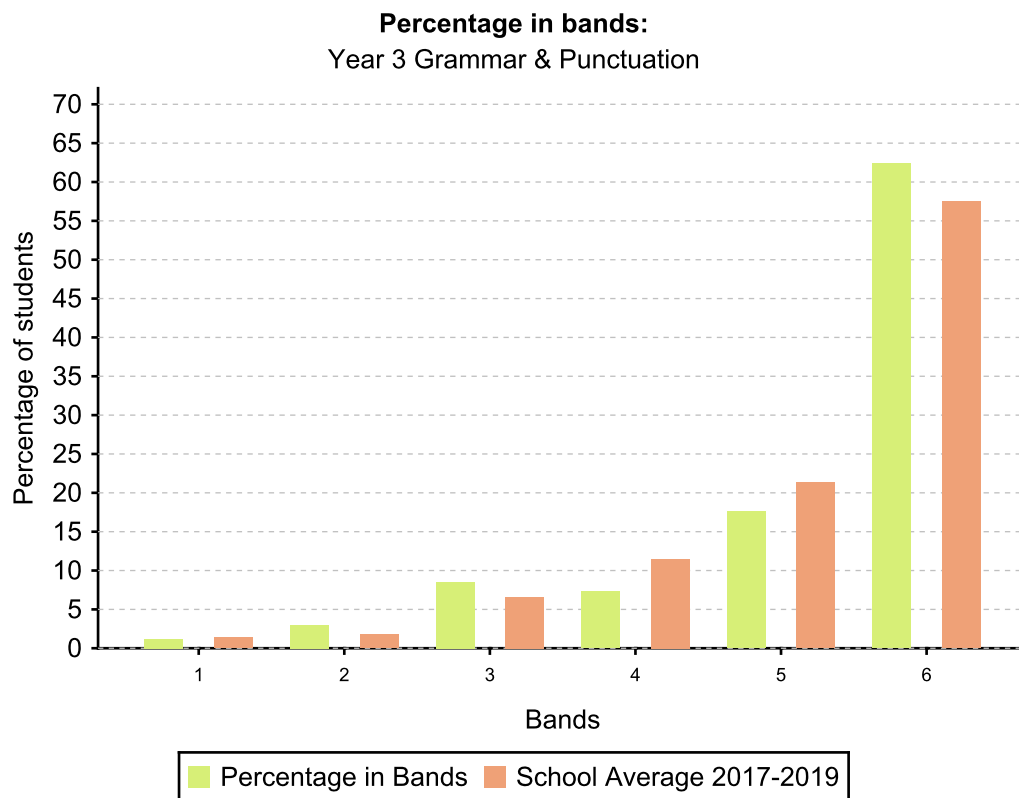
Band	1	2	3	4	5	6
Percentage of students	1.2	3.0	8.5	7.3	17.6	62.4
School avg 2017-2019	1.4	1.8	6.6	11.5	21.3	57.5

Percentage in bands:
Year 3 Reading

Band	1	2	3	4	5	6
Percentage of students	0.6	3.7	7.9	20.1	25.6	42.1
School avg 2017-2019	0.9	2.3	9.5	15	27.7	44.7

Percentage in bands:
Year 3 Spelling
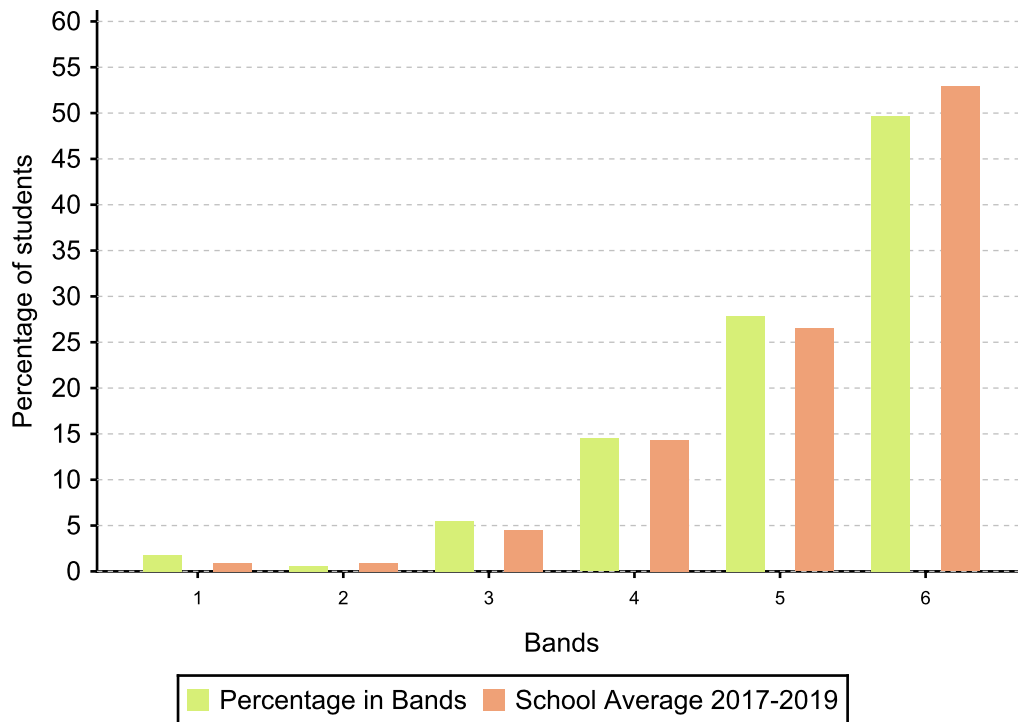
Band	1	2	3	4	5	6
Percentage of students	1.8	0.6	5.5	14.5	27.9	49.7
School avg 2017-2019	0.9	0.9	4.5	14.3	26.5	52.9

Percentage in bands:
Year 3 Writing
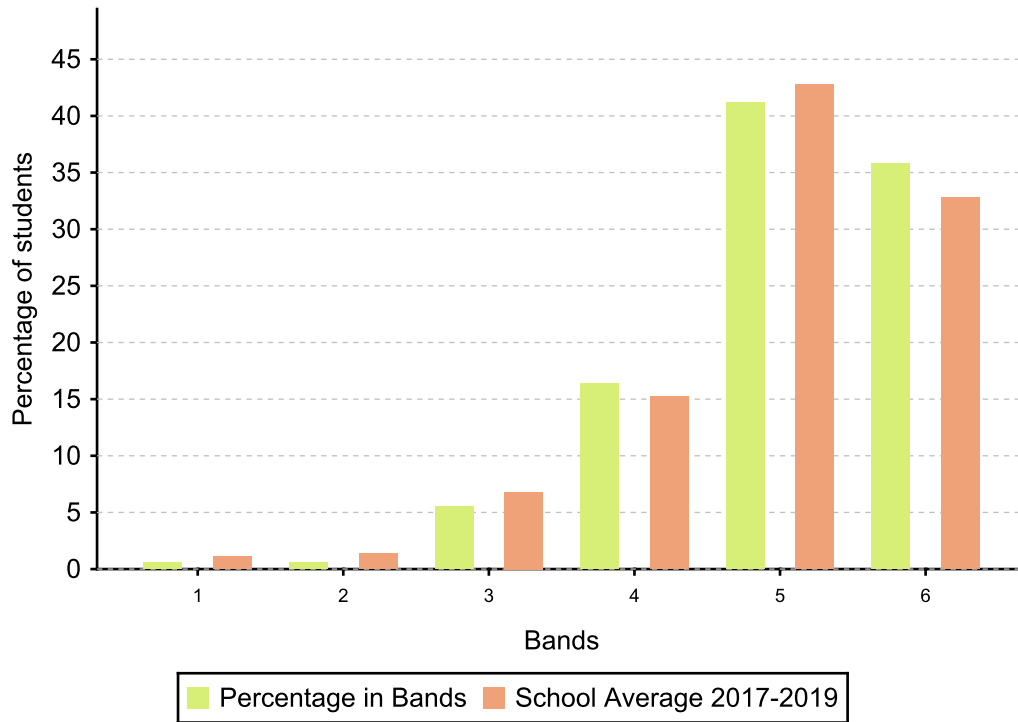
Band	1	2	3	4	5	6
Percentage of students	0.6	0.6	5.5	16.4	41.2	35.8
School avg 2017-2019	1.1	1.4	6.8	15.2	42.8	32.8

Percentage in bands:
Year 5 Grammar & Punctuation
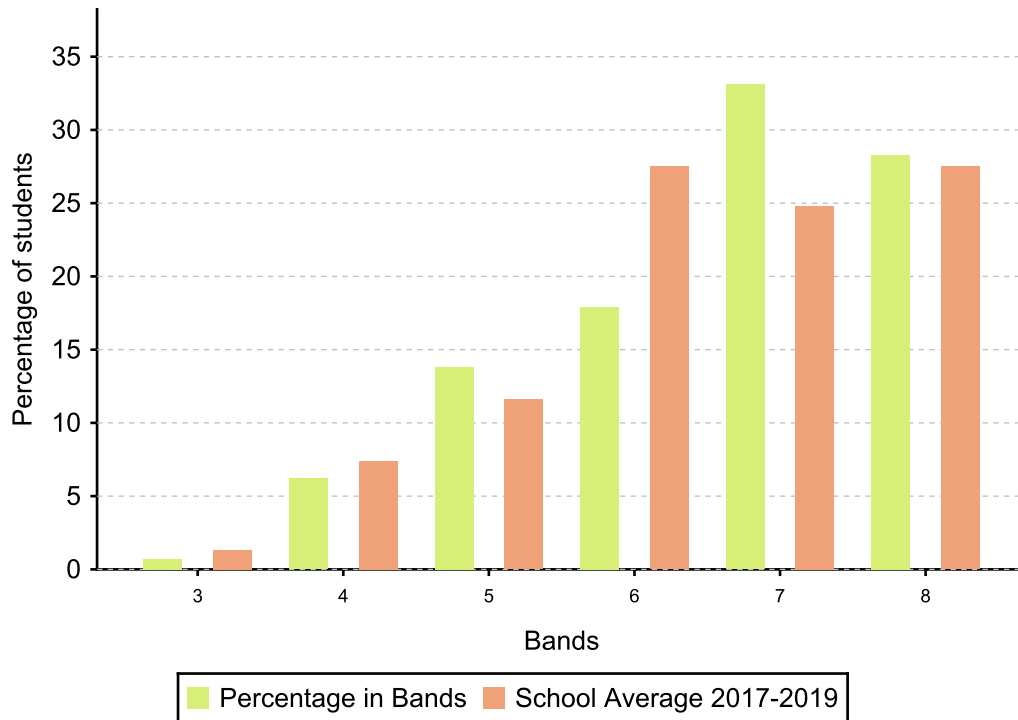
Band	3	4	5	6	7	8
Percentage of students	0.7	6.2	13.8	17.9	33.1	28.3
School avg 2017-2019	1.3	7.4	11.6	27.5	24.8	27.5

Percentage in bands:
Year 5 Reading
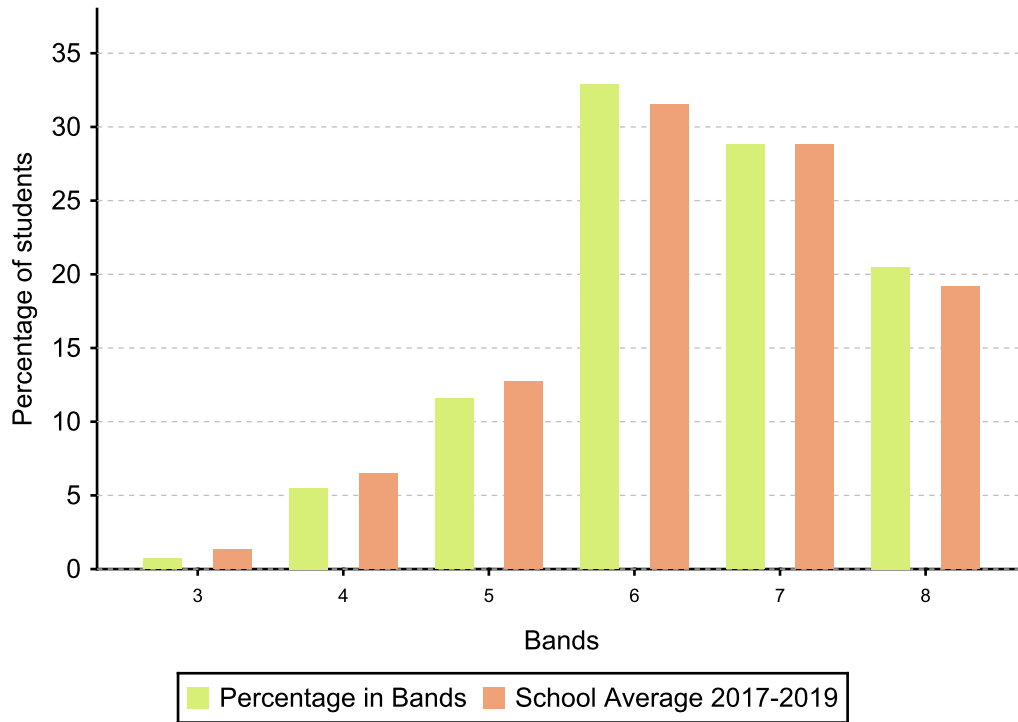
Band	3	4	5	6	7	8
Percentage of students	0.7	5.5	11.6	32.9	28.8	20.5
School avg 2017-2019	1.3	6.5	12.7	31.5	28.8	19.2

Percentage in bands:
Year 5 Spelling
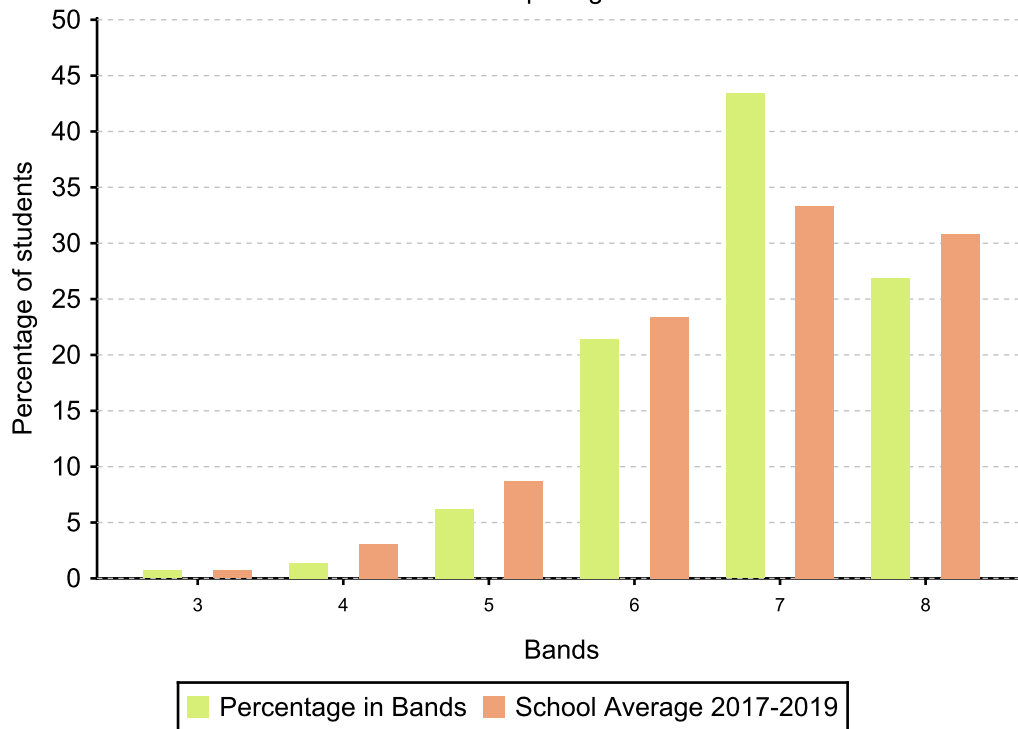
Band	3	4	5	6	7	8
Percentage of students	0.7	1.4	6.2	21.4	43.4	26.9
School avg 2017-2019	0.7	3.1	8.7	23.4	33.3	30.8

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Percentage in bands:
Year 5 Writing
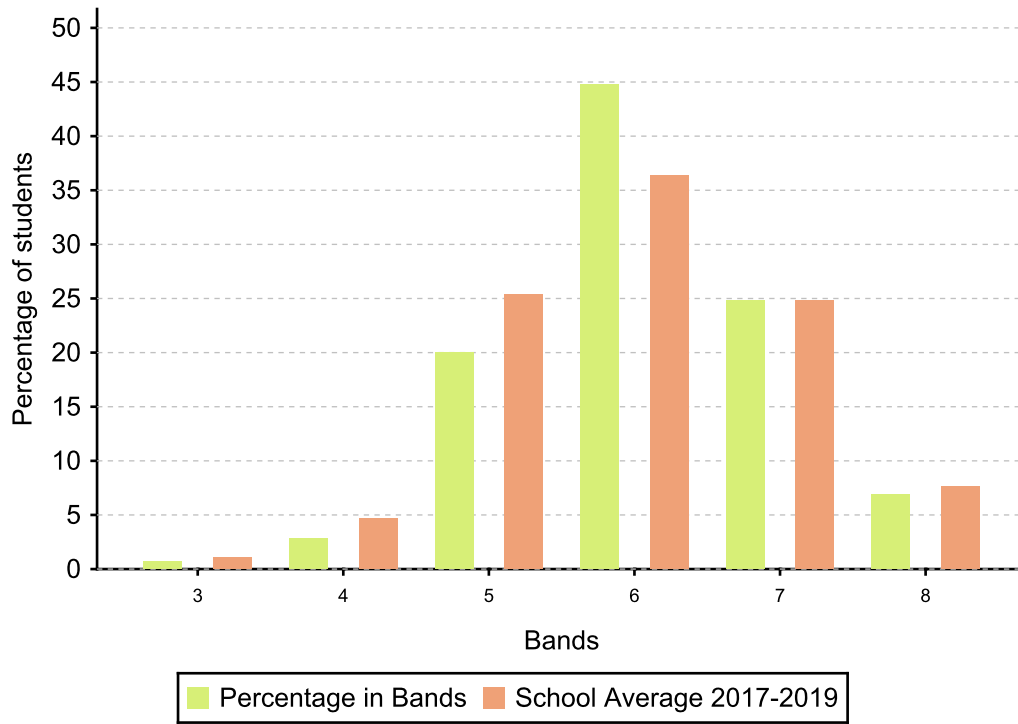
Band	3	4	5	6	7	8
Percentage of students	0.7	2.8	20.0	44.8	24.8	6.9
School avg 2017-2019	1.1	4.7	25.4	36.4	24.8	7.6

Percentage in bands:
Year 3 Numeracy
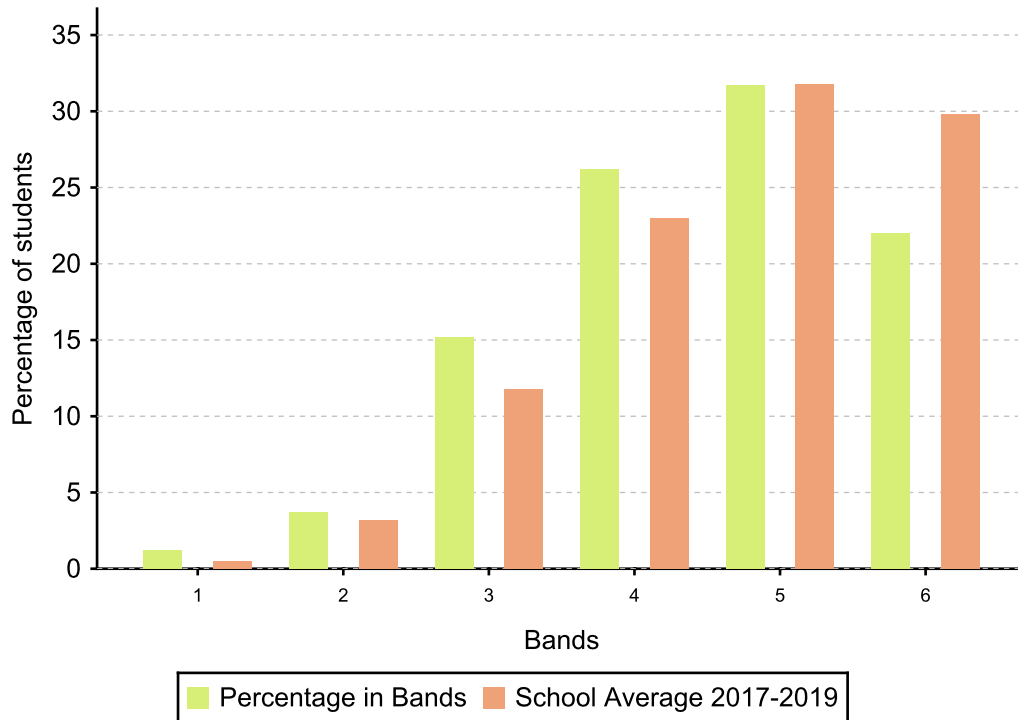
Band	1	2	3	4	5	6
Percentage of students	1.2	3.7	15.2	26.2	31.7	22.0
School avg 2017-2019	0.5	3.2	11.8	23	31.8	29.8

Percentage in bands:

Year 5 Numeracy
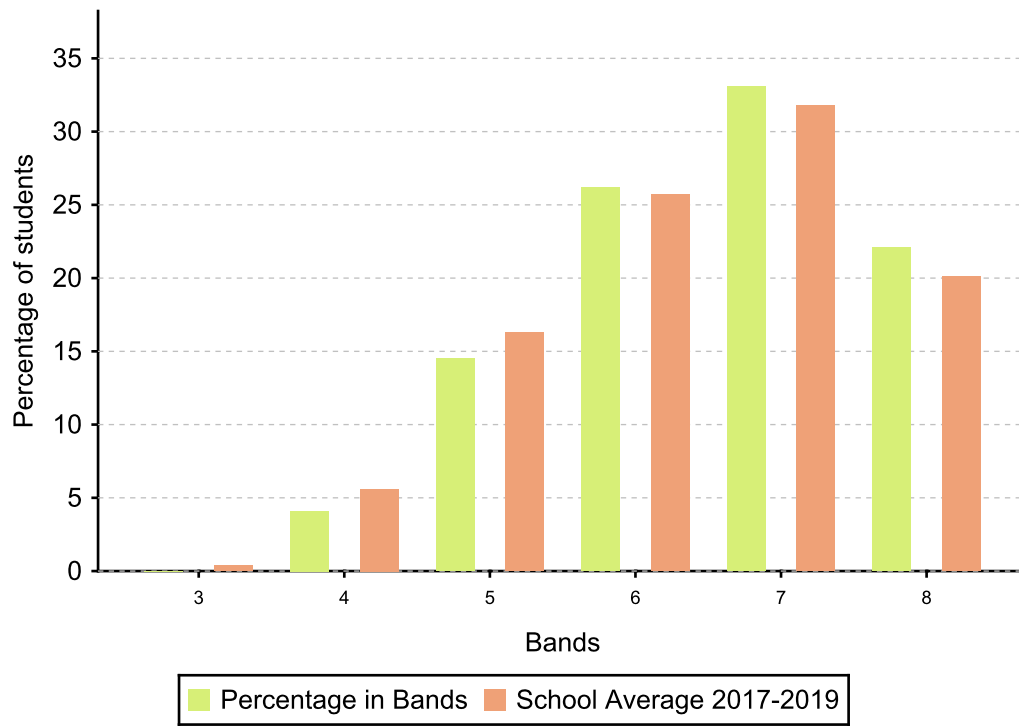
Band	3	4	5	6	7	8
Percentage of students	0.0	4.1	14.5	26.2	33.1	22.1
School avg 2017-2019	0.4	5.6	16.3	25.7	31.8	20.1

Parent/caregiver, student, teacher satisfaction

In 2019, students, teachers and parents were invited to complete the Tell Them From Me surveys.

Identified Areas of Strength:

88% of students have friends at school they can trust and who encourage them to make positive choices.

91% of students indicated that they try hard to succeed in their learning.

The majority of parents feel welcomed when coming to the school.

The majority of parents are happy with the time their child spends doing homework.

Teachers highly scored the areas of data use and inclusivity within their teaching.

Future Directions:

Monitor the rigor of classroom programs to ensure all students are challenged at their individual level.

Ensure that feedback to parents includes social and emotional development as well as academic.

To in–build more time for school leaders to observe and provide feedback on teacher practice.

Parent/caregiver, student, teacher satisfaction

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.